DOCUMENT RESUME

ED 233 738 IR 050 391

TITLE Annual Report, 1982.
INSTITUTION Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE 82
NOTE 39p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Academic Libraries; Annual Reports; *Information Dissemination; Information Processing; Inservice Education; Library Acquisition; Library Administration; *Library Associations; Library Collections; Library Services; *Management Development; Organizational Effectiveness; Program Implementation; *Research Libraries; Self Evaluation (Groups); Staff Development
IDENTIFIERS *Association of Research Libraries

ABSTRACT

This report describes 1982 Office of Management Studies (OMS) programs and services, including: (1) the Academic Library Program (ALP); (2) the Information Exchange and Publications Program, which includes the Systems and Procedures Exchange Center (SPEC); (3) the Organizational Training and Staff Development Program; and (4) applied research and development services for member libraries of the Association of Research Libraries (ARL). Also described are OMS objectives and directions over the past 12 years and highlights of its 1982 activities in the areas of public services, collection analysis, consultant training, preservation planning, management training, financial management, and collection development. Lists of institutes and workshops conducted by OMS during 1982 are provided, as are an assessment of OMS performance based on a survey of ARL directors, and a discussion of OMS priorities for 1983. Appendices include a bibliography of OMS publications in 1982, a brief financial report, a directory of OMS advisory committees, a list of OMS consultant trainees and their project assignments as of the end of 1982, and a personnel listing of the OMS staff. (ESR)

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TABLE OF CONTENTS

I. Introduction 1

II. Highlights of OMS Activities in 1982 4

III. The Academic Library Program 5
- Public Services in Research Libraries
- Collection Analysis Project (CAP)
- Preservation Planning Program
- Organizational Screening Program
- Academic Library Development Program (ALDP)
- Management Review and Analysis Program (MRAP)
- Planning Program for Small Academic Libraries (PPSAL)
- Small College Collection Assessment Project
- Academic Library Consultant Training Program

IV. Information Exchange and Publications Program 10
- A Forum on SPEC
- Flyers and Kits

V. Organizational Training and Staff Development 13
- Management Skills Institutes
- Special Focus Workshops
- Management Training Film Program

VI. Applied Research and Development 17
- Collaborative Research/Writing Project
- Research on Public Services Issues
- Survey Assistance Service
- Economics of Research Libraries
- Planning for Collection Development
- National and Regional Cooperative Collection Development

VII. OMS Assessment 19
- Survey of ARL Directors
- Observations and Recommendations
- OMS Financial Support

VIII. OMS Priorities for 1983 21
Academic Library Program
Information Exchange and Publications Program
Organizational Training and Staff Development
Research and Development

APPENDICES

A. Bibliography of Office of Management Studies Publications and Related Documents, 1982 23
B. Financial Tables for 1982
Sources of Support
OMS Program Expenditures
OMS Line Item Expenditures
C. OMS Advisory Committees, 1982
D. Consultant Trainees and Project Assignments as of December 31, 1982.
E. Office of Management Studies Staff, 1982

I. INTRODUCTION

In recent years, universities' support for their research libraries has remained relatively stable. Repeated efforts to obtain more support do not seem to have made a significant difference, while growing financial constraints in higher education provide little optimism for improvement. Declining enrollment coupled with rising costs are forcing universities to rethink their missions, question the effectiveness of their programs, and demand accountability in the use of limited resources.

This environment calls for an imaginative response that seeks to not only tighten and streamline operations but to recast the character and objectives of research libraries. These dual themes have characterized the Office of Management Studies' programs over the last 12 years. OMS efforts have been directed toward the operational, management, and training needs of the nation's largest research libraries as defined by the perspectives of their directors.

After much emphasis on the upgrading of internal management systems and procedures during the early seventies, academic and research libraries turned their attention toward improving specific components of their operations. Online bibliographic data bases reduce the amount of cataloging effort in individual libraries and provide a base for efficient access to library materials. Administrators and faculty are being educated to the complex needs of research libraries, and there is movement toward increased sharing of responsibility for building and maintaining the nation's research collections. The recognition that libraries' staffs also represent an important resource has led to a greater commitment to the development of staff skills for management and supervision and for technical work in areas such as preservation and automated systems. Many Association of Research Libraries (ARL) members have invested considerable time and effort in reviewing and improving their collection development and their services. Currently libraries are moving toward the design and operation of cooperative programs in the areas of collection development and preservation.

During this period the Office has developed new programs and services to support member libraries' efforts. The OMS training program has responded to the expressed need for better managers and supervisors; the Collection Analysis Project has provided a framework for libraries to use in analyzing their collections efforts; the Preservation Planning Program was designed to help libraries come to grips with a problem which threatens to destroy much of the nation's cultural record; a new Public Services Project is helping develop services which are more responsive to the diverse needs of changing academic communities; and the Office's publications program continues to provide important documentation in support of libraries' efforts to change, adapt and improve.

In the eighties, academic and research libraries will be continuing their efforts in some of these areas while facing a set of new concerns. For example, while it has become possible for libraries to reduce their cataloging efforts through membership in cooperative services, the task of adapting to this new mode of operation is by no means finished. Similarly, technology that assists with the management of collections and services concurrently creates new challenges related to shifting to online catalogs, automating integrated library systems, and providing online bibliographic searching for more technologically sophisticated users.

External trends also are influencing libraries' interest in improving services. The knowledge

explosion, the introduction of new ways of recording and delivering printed material, the rise of commercial information services, and the increasing prominence of the service sector of the economy all have affected libraries. New service possibilities, however, coexist with declining or stable budgets and varying rates of inflation. Capital investment in technology carries the risk of incurring heavy financial obligations for equipment that may become obsolete within a few years.

An important and unresolved question is whether the library of the future will be much the same as in the past. Certainly the need for libraries as repositories may be much less important in the future than it has been, and the library's emerging role as an intermediary in the search for information is apt to increase. However, regardless of the extent of change, the challenge for the present is to apply new technologies appropriately—in a cost-effective manner—and to help staff and users develop the skills to make the most efficient use of available information resources.

Intuitively, librarians have known that there are important differences among their users; that different groups have different needs and require different services. User segmentation—the definition of groups of users and their needs—is a complex topic; however, it is one that public service institutions must address in tandem with institutional needs and the library's role in meeting them. Also, it is obvious that a more technologically oriented environment in which microcomputers are everyday tools will influence changes in the ways users gain access to information. Although some of the accompanying technological implications for libraries are not yet clear, weighing the demands of users for information from different sources, deciding which materials must be available locally, improving access to local facilities, and meeting long-distance requests are concerns that require immediate consideration. And in all of this, an overriding need is to solve the complex economic equation in which information and cost appear to be constants that frequently override the desire to provide whatever is needed free or at minimal expense to individuals.

Efforts to adapt to a changing environment are evident among the individuals and institutions that have participated in OMS programs during the past year. Thirty libraries undertook or pursued self-study efforts designed to assist improvements in their organizations, dealing with topics that ranged from general planning efforts to more specific operational projects such as reorganization of technical services. Cooperative collection analysis and planning for resource sharing emerged as top priorities within the Collection Analysis Project. Eighteen applications have been received for pilot studies to help libraries analyze their public services and plan to improve them.

Individual library efforts to resolve operational problems have led to increased use of the Systems and Procedures Exchange Center. The list of SPEC publications shows that new kits and flyers are available on a variety of topics ranging from document delivery to cost studies—illustrating the wide-ranging requirements of academic and research libraries for information.

Investments in staff productivity and effectiveness continue to be a major concern. OMS training and staff development programs during the past year involved a large number of ARL librarians and libraries. Over 200 individuals participated in basic Management Skills Institutes during 1982 and there have been more requests from libraries for OMS expertise in tailoring events to the local situation. Other training events dealt with stress management, coping with change, developing motivation, improving leadership, and operating effective performance appraisal programs. Many libraries are requesting training progams designed for particular management levels and responsibilities, and the special focus workshop and Advanced Management Skills Institute are planned with such needs in mind.

A study of ARL member libraries' use of OMS

services requested by the OMS Advisory Committee reveals that 107 of the 115 members have at some time during the past 12 years taken advantage of at least one major OMS program and that in many cases more than one Office program or service has been applied. The feedback from ARL directors in response to a major effort to assess Office priorities and directions has been encouraging in our new efforts to provide more sharply focused and useful programs.

For 1983, our priorities are oriented to operating current programs, to continuing to develop OMS capabilities, and to searching for new ways to assist the membership. Academic Library Program studies will continue, enriched by the new Public Services Project. The Systems and Procedures Exchange Center, while pursuing a full schedule of research and publication activities, will continue to respond to individual library needs. Within the Organizational Development and Staff Training Program, an increased schedule of basic events already has been established, together with efforts to extend programming to meet public services concerns and the developmental needs of top management. These activities follow a common theme: they involve what members and colleagues tell us is on their personal and institutional agendas. The greatest influence on OMS success remains the members' communications, interests, and criticisms, and it is on such collaboration that its future depends.

II. HIGHLIGHTS OF OMS ACTIVITIES IN 1982

The OMS received a $250,000 grant from the General Electric Corporation to support a two-year Public Services in Research Libraries project. The grant provides for the development and testing of a self-study process for analyzing services, including study manuals and documentation, assistance for consultant training, and support for research projects related to services.

Thirty libraries participated in self-studies, and four libraries finished their studies. More than one-third of the libraries conducted Collection Analysis Project studies.

The third Consultant Training Program class, consisting of 15 members, was chosen and trained, raising the total number of consultant trainees to 55. Trainees continued to work with the OMS staff on self-study, training, and research/writing projects.

The Systems and Procedures Exchange Center (SPEC) issued 10 SPEC Kits/Flyers, maintained 400 subscriptions, and distributed over 5500 publications. SPEC filled 200 information requests and conducted five surveys.

The Eugene and Agnes G. Meyer Foundation awarded $50,000 for the Washington Consortium of Universities to conduct a one-year study of member libraries' collections and resource sharing efforts. The consortium is using the OMS Collection Analysis Project in member libraries, and OMS staff will design and lead the resource sharing component.

The NEH-funded Preservation Planning Program was completed in June with the publication of a self-study manual, a technical resource notebook and self-study reports from Dartmouth, Virginia, and Washington. The OMS received an additional $8,000 grant from NEH to produce and make widely available the technical resource notebook.

Within the Organizational Training and Staff Development Program, activities included six Management Skills Institutes, one Advanced Management Skills Institute, and 14 training events for ARL libraries.

The OMS published a summary of the October, 1981 meeting on research library economics, titled The Economics and Financial Management of Research Libraries, and developed an occasional paper on budgeting for January 1983 publication.

OMS staff designed, planned, and operated a New York State Library Conference on Planning for Collection Development. A summary of the presentations and discussions has been printed for the participants and for general distribution.

The OMS Advisory Committee reviewed findings of a 1981 OMS Assessment Survey, concluding that ARL members are frequent users of OMS products and services and hold generally positive opinions about them. In response to concerns of some respondents, the Committee and OMS staff planned for shifts in program emphasis. A part of this effort involved changes in pricing strategies to reflect ARL support for the Office.

III. THE ACADEMIC LIBRARY PROGRAM (ALP)

Six self-study procedures and a cadre of 55 librarians trained as consultants form the core of the Academic Library Program's resources. There are self-study procedures for management review, collection analysis, preservation planning, mid-sized academic library development, small academic library planning, and public services in research libraries. These procedures represent applications of a particular methodology for improving management and introducing change into academic libraries. The planning method and approach rest on the assumptions that most organizations find it easier to deal with immediate problems than to anticipate the future, and that special interventions are needed to undertake and successfully complete the careful initial assessment that forms the basis for the best planning, problem-solving, and action. Further assumptions are that the success of any organizational endeavor is more probable where there is wide staff involvement, and that the program will develop individual skills and understanding and improve staff interaction as well as promote library planning into the future.

The basic strategy employed in the ALP is assisted self-study—a collaborative effort between the OMS and the participating libraries. In assisted self-study, the library director appoints a study team to guide the work of collecting information on the current situation, analyzing the information in the context of library needs, and making recommendations for the future. Many studies have addressed a variety of organizational concerns; others have been directed toward a particular management concern or library operation. A consultant team consisting of OMS staff and often a consultant trainee is assigned to each participating library. The consultants support the library's efforts by providing resource materials, advice on the self-study process, training for library staff, and counsel as required. Consultant assistance facilitates the work of the study team and the task forces it appoints, and helps assure that the study is completed within a reasonable time frame.

In summary, self-study projects, tailored to each library's current concerns and needs, can help to identify needs, enable staff members to better understand library strengths and constraints, provide a rationale for change, develop individual staff skills, and create a workable plan of action for future. Each project has a definite outcome in the shape of a final report, which details the work performed, the findings of the task forces and study team, and the recommendations to the library director for implementation.

Nearly half the ARL member libraries have conducted self-studies within the ALP since the first program in 1973. Since that time, as the Office has introduced new studies and alternatives for briefer, focused inquiries, libraries outside the ARL membership have taken advantage of OMS programs as well. Listed below are the ongoing programs plus the new 1982 effort: the Public Services in Research Libraries Project.

Public Services in Research Libraries

In September, 1982, the OMS received a grant of $250,000 from the General Electric Foundation for a two-year project titled Public Services in Research Libraries. The effort is based on the premise that research libraries are experiencing a number of pressures—both internal and external—that create a need to review service priorities and to develop new approaches. Much attention has been given to collection development and maintenance, but there has been a noticeable lack of emphasis on library services. The project is intended to help

stimulate more analysis of services and to assist in improving libraries' performance in this area as well as their responsiveness to institutional and user needs.

Project goals include providing tools to enable research libraries analyze user needs and satisfaction, relate library use to current services policies, evaluate current services programs, design new services and improve existing programs, and promote the use of library services and the library in general on the campus. The following activities will be part of the project:

- To design a process for public services self-study and analysis.
- To initiate research projects within an institutional setting to study public services issues.
- To revise a public services study manual that libraries can use to structure a complete or partial services study.
- To improve data gathering and analysis by designing instruments and forms for analyzing public services as part of an assisted self-study process.
- To determine the feasibility of providing a central data analysis service for libraries engaged in self-studies and design and implement this capability if need is demonstrated.
- To provide specialized training for public services staff and develop a group of trained consultants to assist libraries' self-study and training programs.

An eight-member project advisory committee has been established (See appendix), and Patricia K. Swanson, Head of Reference Services, University of Chicago, will work with the OMS staff for a year as project coordinator. To test the self-study process, six ARL libraries will be selected and provided direct and indirect support estimated at approximately $12,000 per institution, to conduct 6- to 9-month analyses of their public services programs. Each library will examine current services, the library's contribution to instruction and research programs in the university, user success and satisfaction, services organization and staffing, and development of new services. The goal for each participant is to complete a comprehensive analysis of services, identify and effect improvements, and adapt programs to changing user needs and economic and technological developments.

By the close of 1982, 18 libraries had submitted applications and the Office had made several site visits to interested institutions. Selections will be made early in 1983, with the first three studies scheduled to begin in March.

Results of the project will include a self-study manual for public services, a compilation of data gathering instruments and analysis forms, published reports on research projects, and six trained consultants to assist future public services self-studies. A central data analysis service for future self-study efforts also may be implemented. The OMS expects all materials and the self-study process to be ready in late 1984; however, selected materials may be available before that time. The study then will become a part of the Academic Library Program.

Collection Analysis Project (CAP)

During 1982, 12 libraries began or continued collection analysis self-studies. CAP continues to be one of the Office's most active programs, in terms of libraries' participation and general visibility, as evidenced by its high ranking among Office functions in the survey of ARL directors (See Section VII.). The following libraries are engaged in individual CAP studies: University of Maryland, McGill University, University of Colorado, University of Michigan, and the University of Houston. Two new CAP studies have been scheduled for 1983, at Vanderbilt and Alberta.

An important trend in collection analysis is recognition of the need to go beyond individual institutional projects. In New York, recent legislation has prompted efforts to prepare librarians to undertake the development of comprehen-

sive resource sharing plans. In the Washington, D.C. area, a collaborative collection analysis project funded by the Eugene and Agnes E. Meyer Foundation for members of the Consortium of Universities of the Washington Metropolitan area began in the fall of 1982. Five Consortium member libraries—American University, Catholic University of America, Georgetown University, Howard University and the University of the District of Columbia—are conducting CAP studies under this project. The sixth member, George Washington University, has completed its CAP study.

In addition to their individual CAP studies, all the libraries will participate in a resource sharing task force which will review current approaches and prepare recommendations for improving and extending collaborative development and sharing of resources. The consortium has asked the OMS to design and lead this component, and a manual has been developed to assist these efforts.

Preservation Planning Program

Designed to assist those responsible for the preservation of library materials, the Preservation Planning Program consists of a self-study process with accompanying documentation. The program was developed during 1980-82 under a grant of $207,000 from the National Endowment for the Humanities, and was successfully tested in three ARL libraries: Dartmouth College, the University of Virginia, and the University of Washington. The test led to a revision of the self-study manual, the development of a comprehensive technical resource notebook, and improved analytical data analysis methods. The project was completed in early 1982 and the self-study manual was made available for general use. Reports on pilot studies completed during the grant period are available from the Office.

A typical library takes from four to six months to complete the Preservation Planning Program, which requires the cooperation of from 25 to 30 staff members. With OMS consultant assistance, participants review the extent of deterioration in library collections, assess the current program of preservation, and develop plans for expanding and improving their activities. Concerns such as disaster preparedness, effects of the physical environment on materials, and organizational factors that affect preservation programs also are covered.

In its approach to preservation, a highly technical topic, the OMS tries to provide sufficient documentation to help staff members emphasize planning and setting priorities for action at the library. In addition to consultant advice, a manual and a notebook are provided for the study. The manual serves as a guide to the planning process. The 625-page Preservation Resource Notebook was produced with the aid of a supplemental NEH grant of $8,000 in 1982 and contains technical materials on accepted current practices.

The outcome of the self-study is the development of a plan for a comprehensive preservation program (or improvements to an existing program) within a three- to five- year period. The plan, with supporting documentation, is presented to the library administration as the final report. Other results are heightened awareness among library staff of the significance of preservation issues and an enhanced comprehension of technical matters.

Currently, negotiations for additional studies are in progress. The program is available as a regular self-study with experienced consultants.

Organizational Screening Program

The keynote of the organizational screening program is flexibility: libraries can choose to concentrate on specific issues and with consultant help participate in specialized studies designed to meet current needs. A number of libraries have requested the program precisely because it can involve limited amounts of time and staff effort. Planning retreats, physical facilities assessments, top management team

building sessions, and investigations of such operational issues as staffing patterns have been conducted as part of organizational screening studies. Outcomes range from detailed recommendations for change to a generally increased understanding of particular problems and needs.

During 1982, three libraries engaged in organizational screening programs: San Jose State University (planning), the University of Arizona Science-Engineering Library (planning), and Emory University (reorganization of technical services).

Academic Library Development Program (ALDP)

The ALDP supports self-study efforts by medium-sized libraries that have between 20 and 100 staff members. As with other self-studies, libraries can choose a comprehensive self-study, or select from topical areas such as services and collections, general operations, management practices, facilities, and technological adaptation. Most ALDP studies run nine months to one year.

During 1982, five libraries participated in ALDP studies. The University of Miami finished its study report, while Southeast Missouri State University and Northeastern University continued efforts that began in 1981. Libraries at the University of Tulsa and California State University, Sacramento, began the program during 1982.

Management Review and Analysis Program (MRAP)

MRAP, the first self-study program introduced by the Office, is intended for use in mid-sized and large academic and research libraries. The program examines the full range of library management functions: planning, budgeting, policy making, management information systems, supervision and leadership, organization, personnel practices, and staff development. Libraries may conduct a full MRAP study, or choose to complete one or more topical studies.

Reports from a number of MRAP studies are available from the Office; during 1982 there were no studies in progress.

Planning Program for Small Academic Libraries (PPSAL)

Initiated in 1979 with the support of a Lilly Endowment, Inc. grant amounting to a total of $240,000, the Planning Program for Small Academic Libraries is designed for institutions with less than 20 library staff members. Using a manual developed by the Office, libraries review their current operations and programs and develop recommendations for changing and strengthening them.

In addition to demonstrating the effectiveness of a planning program for small libraries, the Lilly-funded project has produced tangible results in individual institutions: financial support for improving and sustaining collections has been secured, relations between librarians and faculty have improved, new services have been started, and resources for such projects as reclassification of collections have been provided. Although the focus and results of the studies varied, the major contribution has been to help small libraries center attention on specific needs and interests. A report on the design and conduct of the project appeared in volume 2, nos. 2/3/4 of the Journal of Library Administration.

In all, 21 libraries have received assistance to conduct studies, and three libraries used the program without Lilly support. A supplemental grant in 1980 provided additional assistance for completing studies in progress; project assistance ended in June, 1982. Studies are still in progress at Transylvania College, Earlham College and Hanover College. Gannon College, Centre College, and Alverno College completed their studies during 1982 and submitted reports.

In the future, the Office will offer the PPSAL using trained consultants. Discussions are con-

tinuing with the Association of College and Research Libraries concerning an increased role for ACRL in the program.

Small College Collection Assessment Project

Last year's annual report described a Council on Library Resources-supported program undertaken by the OMS to refine collection use survey procedures for college libraries. This project, which grew out of an earlier collaborative project with the Associated Colleges of the Midwest (ACM), is directed toward testing the survey manual developed during the OMS-ACM project. The OMS also will add decision support methodology sections to the manual.

During 1981 and 1982, four institutions worked to apply the manual within their libraries: Atlanta College of Art, Dillard University, Tougaloo College, and Tuskegee Institute. All have finished their studies, and a report from Atlanta has been received. A remaining task is to develop the text of the self-use manual for publication and general distribution. This work is expected to be completed during the spring of 1983.

Academic Library Consultant Training Program

Funded originally by the Council on Library Resources, Inc. (CLR), the Consultant Training Program has operated for four years to prepare librarians as consultants for self-study projects and training efforts. Sponsors for the program include the Association of Research Libraries, CLR, and the Andrew W. Mellon Foundation. In 1982, the General Electric Foundation began contributing support under the terms of its grant for the Public Services in Research Libraries project described earlier.

To date, 55 librarians have been selected and trained; in 1982, the third class consisting of 15 members participated in the intensive two-week training session and prepared for their year-long practicums. The qualifications, selection process, and training programs for consultant trainees have been described in earlier OMS Annual Reports (see for example, 1980, pp. 15-16 and 1981, p. 8). The fourth and final class of trainees will be selected and trained in 1983.

Consultant trainees complete practicums following their training by participating in a variety of activities. With OMS staff members, trainees serve as co-consultants for self-study projects, assist staff as trainers for workshops and institutes, and may undertake research and writing assignments. Some members of the first and second classes now are serving as principal consultants for self-study projects. A roster of consultant trainees and their assignments is included in this report as Appendix D.

The Journal of Academic Librarianship published a symposium in September 1982 on the CTP, describing the selection process, the consultation skills workshop, the internship experience, and the participants' views of the application of the experience to consulting assignments and to their day-to-day responsibilities.

IV. INFORMATION EXCHANGE AND PUBLICATIONS PROGRAM

The Systems and Procedures Exchange Center (SPEC) serves as a communication and information facility for ARL members, and as a source of primarily ARL-related information on research library operations and management for interested libraries. The Center gathers materials from member libraries, conducts inquiries, supplies information and documents in response to member requests, and publishes analyses of issues and trends. Also, at the request of member libraries, the Center conducts limited surveys for information and documents on specific topics. Publications of the OMS are distributed through the Center, by subscription and individual purchase. In 1982, 400 subscriptions were maintained, and 4600 kits/flyers and 900 other publications were distributed. Some 200 information requests were researched.

During 1982, SPEC conducted one general survey, on fund raising, and issued one call for documents on personnel topics. There were three surveys of selected libraries on the topics of technical services costs, corporate use of research libraries, and integrated library information systems. Of the ten kits and flyers published in 1982, five were produced by librarians from ARL member libraries as part of the Office's collaborative research/writing program.

During the last several years, OMS staff, working through SPEC, have been able to undertake a larger number of special projects, including on-demand investigations of particular issues. These investigations have used Office expertise in survey design and implementation to obtain answer to specific questions, locate information on how libraries are addressing certain unique needs, and learn librarians' attitudes toward various service alternatives. During 1982, on-demand SPEC surveys were conducted for the following:

Rutgers University: Administrative Add-On Costs
University of Tennessee: Fund Development
University of Missouri: Protection of Vulnerable Materials
United States Book Exchange: USBE Services
ARL Executive Board and ARL Committee on Interlibrary Loan: Interlibrary Loan Survey

A Forum on SPEC

An editorial on the SPEC program in the July, 1982 issue of the Journal of Academic Librarianship and letters responding to it in subsequent issues emphasized the wide and general use of SPEC kits in libraries of all types, and particularly among librarians who are new to the field.

The forum noted that the kits and flyers are inexpensive; the service they provide cannot be duplicated without considerable individual effort and expense; the documents, although unique to individual situations, provide other institutions a framework for constructing their own materials, and save re-invention in some cases; and SPEC materials present a realistic picture of current practices in academic and research libraries—an attribute that makes them useful for students as well as practitioners.

The OMS 1982 priorities statement for SPEC called for more emphasis on synthesizing and analyzing information to increase its usefulness for decision making. Guidelines for selecting and organizing kit materials have been developed, as well as kit evaluation forms. Efforts to improve editorial control and add useful materials to the kits will continue during 1983.

Flyers and Kits

Ten flyers and kits were produced during 1982, covering a wide range of current library issues:

SPECIALTY POSITIONS (#80, January, 1982) Technical and managerial specialists have been on academic and research library staffs for some time. In the past, most have been responsible for personnel work, budgeting, and automated systems, but recent years have seen the inclusion of areas such as fund raising, preservation, public relations, staff development, and library research. A SPEC survey of ARL members (Fall 1981) found that of 80 respondents, 60 libraries reported 123 specialty positions.

SERVICES TO THE DISABLED (#81 February, 1982). While research libraries initially focused on altering physical facilities and acquiring special materials for the disabled, a number of ARL members are now examining and improving their services policies and procedures, and working to heighten staff awareness of this user group's needs. Documents were collected during a 1980 SPEC survey on Public Services.

DOCUMENT DELIVERY SYSTEMS (#82, March, 1982). Research library administrators are increasingly concerned about document delivery systems because the means to identify and locate materials has improved faster than the ability to provide the materials. A September 1982 SPEC Survey on Document Delivery Systems covered two categories of services: Internal delivery—conveying locally owned materials to users, and external delivery—acquiring materials from an outside source for local users. Some 90 ARL libraries responded by providing materials and information describing the methods they employ.

APPROVAL PLANS (#83, April, 1982). The reasons for using approval plans have changed over the past several years, even though the percentage of ARL libraries —85%— reporting they use one or more plans is the same in 1982 as in 1969. Today, a number of factors, including budgets, automation, and staffing patterns are causing large academic libraries to re-examine their selection strategies and processes. The kit contains results of a Fall 1981 SPEC survey.

PUBLIC SERVICES GOALS AND OBJECTIVES (#84, May, 1982). In an atmosphere of declining support for library operations, public services sometimes have felt the full impact of budget cuts as administrators try to preserve materials budgets. Frequently a reassessment of public services needs and priorities follows, and this in turn requires defining the rationale for services programs. Many goals and objectives statements represent a written acknowledgement that such assessments have been conducted.

PERSONNEL CLASSIFICATION SCHEMES (#85, June, 1982). Similarities among the personnel classification schemes of ARL members are more striking than the differences, based on documents from 74 libraries collected in spring 1982. Current classifications show an increased recognition of specialists and an attempt to define positions in greater detail than previously. And there is a growing interest in modifying available schemes to make them more useful managerial tools for selecting and reviewing individuals and developing performance.

PROFESSIONAL DEVELOPMENT (#86, July-August, 1982) Although participation in professional development activities continues to depend heavily on individual initiative, evidence indicates that libraries are assuming greater responsibility for planning and facilitating programs. Organizational and operational changes, as well as the growing pressure to improve productivity, are primarily responsible for libraries' increased interest.

COLLECTION DESCRIPTION AND ASSESSMENT (#87, September, 1982). There is now a greater range of quantitative approaches to assessment, some of which use automated systems. In many institutions, collection assessment programs have helped to educate faculty and administrators to the library's collection needs. But per-

haps the most significant development is use of standard collection assessment techniques to contribute to collective action in collection development and preservation.

CORPORATE USE OF RESEARCH LIBRARIES (#88, October, 1982). A number of ARL members are encountering more interest in their services and resources from users in corporations, research and industrial firms. SPEC contacted 23 institutions reported to have established service programs for corporate users, and found that many of them are working through issues of fees and services to external users in order to serve the business world, often as part of university-wide programs.

TECHNICAL SERVICES COST STUDIES IN ARL LIBRARIES (#89, November-December, 1982). When large libraries do cost studies, it is often as a consequence of an externally-imposed stimulus. These vary widely: prospective network membership, the need to determine indirect cost rates in connection with Federal contracts, governmental reporting requirements at state and local levels, cost determinations for services to other agencies, and the potential impact of AACR2 are among the many reasons cited. In an April 1982 SPEC survey to which 81 of 113 ARL libraries responded, one-third had done a study of technical services costs in the last three years.

The following frequently-requested kits were reprinted during 1982:

#53 Performance Appraisal
#65 Retrospective Conversion
#69 Preparing for Emergencies and Disasters
#71 User Surveys and Evaluation of Library Services
#76 Online Bibliographic Search Services
#77 Use of Small Computers

V. ORGANIZATIONAL TRAINING AND STAFF DEVELOPMENT

The Organizational Training and Staff Development Program has greatly increased its activities during recent years. In part, this can be attributed to a general concern with preparing individuals to meet increasingly complex responsibilities: technical, managerial and supervisory. In addition, librarians realize that traditional formal education has not always prepared individuals for careers that span several decades and are increasingly willing to invest in staff training to improve library operations and management as a whole.

Several trends are apparent in the Office's training program. There is an ongoing interest in having available a variety of training events, and in combining training and self-study programs. Such events and programs, although derived from the Office's basic format and materials, are frequently tailored to individual library needs. In several cases, OMS staff have conducted a series of institutes or workshops at one library.

An emerging need is for a training program that focuses on the needs of senior management personnel. Budget declines and price increases, demands for expensive but effective new technology, and other factors have increased pressures in most management positions; incumbents searching for new ways of handling a multiplicity of conflicting demands have found that special preparation is essential. Concurrently, the establishment of managerial specialist positions has created a new corps of senior management staff with unique training needs. The Advanced Management Skills Institutes have been planned with the requirements of these groups in mind, and the Office is considering the design of other training events for specialists and top management personnel.

Another trend is toward specialized training for particular areas of library operations—particularly technical and public services training. The OMS Public Services in Research Libraries project contains a training component, to be combined with public services self-studies and and also offered as separate special focus workshops. One such workshop was held in 1982, with several planned for the upcoming year.

An encouraging aspect of this year's experience has been wider participation by ARL libraries. More member libraries have taken advantage of OMS capabilities by hosting institutes, requesting ongoing training assistance, and sending staff members to Management Skills Institutes.

This interest reinforces the Office's conviction that the training investment is an important one at this particular time. During periods of retrenchment or rapid change, a library's staff resources require special attention. The continued commitment to improved performance comes from attending to the needs of staff as well as developing and applying new systems, techniques and services.

Management Skills Institutes

Management Skills Institutes are conducted by OMS staff and trained consultants to help administrators, supervisors, and those who wish to develop managerial skills to increase their knowledge and abilities. Usually lasting three and one-half days, each institute includes sessions on managerial concepts and practices, and the role and impact of an individual's personal values and beliefs on organizational effectiveness, as well as exercises and case studies that help participants apply current management theory and practice to library situations. An Advanced Management Skills Institute, scheduled annually, provides further training for those in senior management positions or for

those who have attended other OMS training events. The advanced institute is a week-long event which includes topics such as team-building, library budgeting and financial planning, information requirements for administrative decision-making, leadership, and organizational diagnosis.

Although the OMS schedules three basic management skills institutes per year, during 1982 more than double that number were held, and 10 institutes are scheduled for 1983. This increase is due in part to budget constraints that have decreased libraries' ability to provide funding for in-house staff development programs and travel: an acceptable alternative is to host an institute for area librarians. Two institutes in 1982 were held at Columbia University, by special request, to provide more staff members with training opportunities, and another was held at Pittsburgh.

Management Skills Institutes, 1982

New York, N.Y.- Columbia University	31 participants
Nashville, TN	31 participants
Santa Barbara, CA	21 participants
New York, N.Y.- Columbia University	41 participants
Pittsburgh, PA	35 participants
Columbia, MD	21 participants (Advanced Institute)
Boston, MA	37 participants

Total: 7 Institutes, 217 participants

Special Focus Workshops

Usually conducted for a specific library or group, special focus workshops are topically oriented programs designed to meet particular needs. Some of the most popular topics have been supervisory skills, performance appraisal, stress management, leadership, interviewing skills, and coping with change. During 1982, one workshop on public services was conducted, with more planned for 1983.

Frequently special focus workshops are conducted in connection with a self-study. This practice has become more popular in recent years, as library administrators explore the self-study implications for staff development, and survey their staff development efforts in connection with a general study.

INSTITUTES AND WORKSHOPS
1982

Sponsor	Topic and Number of Participants
University of Michigan	Coping With Change: 2 sessions (70 participants)
Ohio State University	Motivation and Leadership (27 participants)
District of Columbia Library Association	Interviewing Skills (38 participants)
Emory University	Collection Management (23 participants)
University Center of Georgia	Stress Management: 2 sessions (99 participants)
Washington Library Consortium	Performance Appraisal (43 participants)
University of Alabama, Birmingham	Team Building (35 participants)
York University	Leadership (21 participants)
Northern Illinois University	Performance Appraisal (35 participants)
University of Chicago	Supervisory Skills in a Union Environment (45 participants)
Ontario Library Association	Public Services (50 participants)
Vanderbilt University	Team Building and Planning (12 participants)
Tennessee Library Association	Supervisory Skills
Association of College and Research Libraries	Supervisory Skills
Delaware Library Association	Supervisory Skills

Management Training Film Program

Thirteen films with accompanying training materials are available to libraries that subscribe to the Management Training Film Program. OMS staff select the films on the basis of relevance to library management and organizational issues, the needs of participating libraries, and overall film quality. Training aids developed by the Office for each film include information on film content, guidelines for discussion sessions, a list of additional resources on the topic of the film, and suggestions for designing training sessions using the films.

Subscribers to the program are entitled to borrow as many items as they wish, and to request them as frequently as scheduling allows. The subjects covered by the films include stress management, leadership styles, time management, and supervisory skills.

VI. APPLIED RESEARCH AND DEVELOPMENT

Collaborative Research/Writing Program

The collaborative research/writing program encourages practicing librarians to prepare publications on library issues and problems. Participants have conducted surveys and compiled kits and flyers. They also have contributed to the OMS Occasional Papers series. To assist them, the Office provides consultation and advice on research design and procedure, and support in the form of editorial assistance and clerical services.

During 1982, two Occasional Papers were prepared: Maureen Gleason of Notre Dame University researched and wrote a monograph on the education and training of collection development specialists, and John Vasi, University of California, Santa Barbara, conducted a survey of 10 ARL libraries' budget allocation practices. Both papers will be published in 1983. Five SPEC kits and flyers using this approach also were published:

Managerial Specialists	Darrell Jenkins, Southern Illinois University
Book Approval Plans	Thomas Leonhardt, Duke University
Personnel Classification	Lea Wells, Consultant Trainee
Technical Services Costs	Peter Graham, Columbia University
Public Services Goals	George Soete, University of California, San Diego.

Research on Public Services Issues

As part of the grant for the Public Services Project from the General Electric Foundation, the Office will provide grants to research libraries of about $4,000 each for up to 8 research projects. Each project will take approximately 6 to 12 months. Criteria for selection of projects include:

Projects must fall within the scope of interest—public services issues and operations in research libraries.

An expression of willingness to contribute staff resources and to absorb indirect expenditures.

The receipt of a proposal including a definition of the problem, review of the literature, hypothesis to be tested, methodology, and qualifications of investigators.

An expression of willingness to adhere to a definite timetable, with a plan to accomplish the work within that time.

The acceptance of OMS monitoring of the research effort and release of the report for publication and distribution.

Awards will be announced during the spring of 1983, and projects are expected to begin immediately thereafter. Publication and/or dissemination of the project results will be accomplished by the Office.

Survey Assistance Service

As part of the Public Services in Research Libraries Project, the Office will ask participating libraries and others to assess the need to provide a centralized capability for data analysis. This need, which has been under study during 1982, has been recognized during self-study efforts and occasionally has been requested through

SPEC. Services would include technical assistance in designing investigations of specific internal problems, and assistance in processing the data generated during the investigations. The Office then would help the library administration apply the information to current planning and decision making efforts.

Economics of Research Libraries

As a follow-up to the October, 1981 meeting on research library economics, the OMS published a report titled The Economics and Financial Management of Research Libraries, which contains the substance of discussions conducted at the meeting. Efforts to follow up on the issues and suggestions generated at the meeting are continuing.

Planning for Collection Development

One of the most important challenges libraries of all types now face is the increasing necessity to coordinate collection development and implement resource sharing. In New York, enactment of a comprehensive library resource sharing program by the legislature in 1981 resulted in expanded support for such activities—a $1.3 million annual program for coordinated collection development for academic libraries participating in regional resource sharing. The legislation specifies that regional collection development plans are required to be prepared for implementation by 1983.

In May, 1982, the OMS assisted the New York State Library and its Conference Planning Committee to organize and conduct the New York State Library Conference on Planning for Collection Development. Designed to bring New York librarians together to begin development and coordination of collection development planning, the meeting drew participants from all the state's nine Reference and Research Library Resources Regions, the State Education Department, and academic libraries. The program provided attendees opportunities to examine techniques and problems in coordinated collection development planning, to delineate a collection development planning process for the state, and to produce an outline of elements for regional plans. A summary of the presentations and discussions at the conference was prepared by the OMS for distribution to those attending.

National and Regional Cooperative Collection Development

Working with the ARL Task Force on Collection Development, ARL Executive Office staff and the Research Libraries Group, the OMS staff has helped prepare a proposal to design and test a manual for describing research collections. The proposal builds on work carried out by the Research Libraries Group and includes training and analytical components. If the first phase is successful, additional work on developing and maintaining a national shared data base of collection descriptions would follow.

VII. OMS ASSESSMENT

Each year, the OMS Advisory Committee reviews the Office's performance for the previous year, evaluates accomplishments, and from a list of recommendations, helps establish priorities for the future. The assessment conducted in January, 1982, marked the fourth major review of Office programs and publications during its twelve-year existence. For the review, all ARL directors were asked to respond to a written inquiry on the progress and programs of OMS. The written inquiry was supplemented by interviews, by participants' evaluations of OMS programs and publications, and by the perceptions of Advisory Committee members.

Survey of ARL Directors

Seventy-eight ARL directors responsed to the Fall, 1981 survey. As a whole, respondents rated their level of satisfaction with Office programs as 7.38 on a scale of 1 through 10. Two directors showed dissatisfaction with OMS programs, giving ratings in the 1-3 range. Thirty-seven directors returned a "very satisfied" ranking in the 8-10 range.

The extent of use of OMS services and resources was 7.65 (scale 1-10). One director indicated dissatisfaction; 40 indicated that they are very satisfied. When asked to indicate which program elements are most important, the respondents rated the following (in descending order) as particularly useful:

1. Systems and Procedures Exchange Center services and publications.
2. Training program and training resources
3. Availability of OMS staff to work on issues and problems.
4. Collection Analysis Project.

The Advisory Committee also conducted interviews with 20 ARL directors to extend the inquiry, and test the accuracy of the survey data. The interviews confirmed the usefulness of the survey results. In addition, they provided considerable insight into the difficulties of planning and operating services for a diverse membership.

Observations and Recommendations

After reviewing the information, the Committee reached consensus on a set of observations and recommendations. They concluded that ARL members are frequent users of OMS programs and services, and are well aware of the resources available to them. However, certain concerns were noted among the membership: the OMS' attention to non-member libraries; the lack of prescriptive advice to help libraries understand and deal with current problems; the lesser attention given to training programs aimed at top management; and the emphasis given to human resource concerns, which limits the time and resources available to devote to other problems.

The committee's conclusions followed from these observations. Members noted that the basic OMS program strategy should be continued, but with several shifts in emphasis. The Office might conduct more exploratory research on issues of major concern to directors. Also, the OMS could move from a focus on management process to specific library functions, and add coverage of financial management and technology management to the emphasis on mangement of human resources.

OMS Financial Support

In 1981, the ARL Board moved to assure more continuity in OMS operations by taking a

stronger role in contributing support for the Office. By 1984, the support level from the Association will be roughly 20% of the OMS budget. In part, the assessment of the Office took this increased support into consideration, but it also emphasized that the OMS continues to depend to a great extent on funding directed to specific programs and projects, some of which involve nonmembers. Cost recovery also contributes heavily to the Office budget, since members who use consultation, publication, or training services pay for them. Nonmembers are charged a full cost recovery fee that includes overhead and developmental costs as well as direct expenses.

Considering current support for the Office and expected future assistance, the OMS Advisory Committee undertook a review of current pricing policy for OMS products and services during 1982. A new price structure that continues to be based on the principle of differentiating between member and nonmember status has been developed. Under this policy, ARL members will pay 80% of cost and nonmembers, 120% of cost, with cost defined as including factors such as market, operations, and foundation obligations.

VIII. OMS PRIORITIES FOR 1983

Every year, the OMS staff reviews the Office program with the OMS Advisory Committee. That review provides the basis for setting priorities for the following year. For 1983, the following expectations have been established:

Academic Library Program

There are three groups of activities in this area: overall coordination and promotion of the program, conduct of self-studies, and operation of the Consultant Training Program. During 1983, coordination and promotion will follow established guidelines, including efforts to encourage and answer inquiries about participation, and to enhance visibility of the programs through participation in association meetings and other activities.

In the ALP the Office expects to operate about 15 library studies, with OMS staff sharing the consultant assignments with consultant trainees. Plans for some of these studies are already under way, as well as efforts to advance cooperative collection development efforts, to extend the availability of the Planning Program for Small Academic Libraries through ACRL collaboration, and to conduct public services pilot studies.

Activities planned for the Public Services Project during 1983 include selecting six libraries for pilot services self-study projects and conducting the studies with the assistance of consultant trainees. Also, research grant projects will be operating during the year with OMS assistance and support. Results of the projects will be made ready for publication.

During 1983, a fourth class of consultant trainees will be selected and trained. Study, research/writing, and training assignments for the first three classes will continue, including continuing evaluation and counseling for all trainees by the OMS staff.

Information Exchange and Publications Program

Assisted by enhanced in-house personnel and computer support, the Systems and Procedures Exchange Center will pursue improvements in the Kit/Flyer program during 1983, produce additional publications, and provide research support for member projects and activities. Ten kits and flyers will be published, as well as other publications including collaborative research/writing program products. Surveys will be limited to one general mail survey and four selective telephone inquiries. Three to five on-demand surveys for members will be conducted. The staff will refine SPEC files and work to improve member access to files and publications.

Organizational Training and Staff Development

Three basic Management Skills Institutes will be conducted during the upcoming year, with seven additional institutes already scheduled by special request of individual libraries and organizations. Three advanced institutes are planned for 1983, as well as 12 Special Focus Workshops. In addition to these events, the Office hopes to design and conduct an Executive Training Workshop for ARL directors and a series of public services workshops on such topics as evaluation of services, improving relations with users, and promotion of services programs.

The film program will continue to operate as in past years; however, an effort will be made to evaluate its viability and prospects for the fu-

ture. Additional projects include investigation of the use of audio and video cassette equipment for use in training programs, and an inquiry into what is needed for in-house training efforts.

Research and Development

Last year's report noted the Office intention to plan and conduct a review of the impact of CAP projects on participating libraries. Efforts to obtain funding, however, have not been successful. In part, this has been due to the perceived need to concentrate resources on collaborative efforts among libraries as noted above, rather than on further work on single collection studies. Consequently, in response to libraries' interest in collaborative collection studies, the Office will shift its priorities to developmental work in this area. A cooperative collection analysis proposal currently is being developed.

Further development and extension of the Collaborative Research/Writing Program in 1983 is planned, with efforts under way to identify individuals who wish to participate, and to provide support for their efforts. Both Occasional Papers and SPEC Kits and Flyers will result from these efforts.

As a follow-up to the Economics of Research Libraries publication, the Office will explore the continuation of efforts to help libraries improve financial analysis and planning.

Work on a Survey Assistance Service will be advanced through determining studies to be made available, proposal preparation, and initial description and promotional activities.

APPENDIX A
BIBLIOGRAPHY OF OFFICE OF MANAGEMENT STUDIES PUBLICATIONS AND RELATED DOCUMENTS, 1982

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-Approval Plans. #83, April, 1982.
-Public Services Goals and Objectives. #84, May, 1982.
-Personnel Classification Schemes. #85, June, 1982.
-Professional Development. #86, July-August, 1982.
-Collection Description and Assessment. #87, September, 1982.
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University of Notre Dame. University Libraries. Collection Analysis Project: Final Report. Notre Dame, Indiana, August, 1981. 24p.

III. SMALL LIBRARIES PLANNING PROJECT

Alverno College. Library Media Center. Report of a Self Study Carried Out in 1982 Under the Small Libraries Planning Project, Association of Research Libraries. 2 vols. Milwaukee, WI, 1982.

Centre College Libraries. Self Study Report. September, 1982.

DePauw University Libraries. Self-Study Report. Greencastle, Indiana, DePauw University, February 26, 1982. 195p.

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APPENDIX B

FINANCIAL TABLES FOR 1982

TABLE 1

SOURCES OF SUPPORT

1.	Association of Research Libraries	$75,000
2.	Council on Library Resources	60,000
3.	Andrew W. Mellon Foundation	50,000
4.	Lilly Endowment	3,500
5.	H.W. Wilson Foundation	2,118
6.	National Endownment for the Humanities	18,752
7.	CLR/Economics of Research Libraries	6,289
8.	Meyer Foundation	13,502
9.	G.E. Foundation	31,726
10.	National Endowment for the Humanities (notebook)	8,325
11.	Interest on cash reserve	18,200
12.	Income from Sales and Fees	185,000
	TOTAL	$472,412

TABLE 2

OMS PROGRAM EXPENDITURES BASED ON SOURCES OF SUPPORT

1.	Research & Development	$ 20,100
2.	Academic Library Program	182,000
3.	Information Collection & Dissemination	77,000
4.	Training	60,000
5.	Separately funded:	
	a. NEH Preservation Project	18,752
	b. Lilly Small Library Program	3,500
	c. Wilson SPEC Distribution	2,118
	d. CLR/Collection Assessment	6,289
	e. Meyer Foundation	13,502
	f. G.E. Foundation	31,726
	g. National Endowment for the Humanities Notebook	8,325
6.	OMS operations, planning and grant management	49,100
	TOTAL	$472,412

TABLE 3
OMS LINE ITEM EXPENDITURES*

1.	Salaries and benefits	$258,200
2.	Consultant Fees	9,500
3.	Travel	78,500
4.	Supplies and Materials	41,000
5.	Printing and Duplicating	41,500
6.	Equipment	6,300
7.	Other Costs	37,000
8.	Grants to Institutions	0
	TOTAL	$472,000

Detailed OMS financial reports are included in the ARL minutes as part of the audited ARL accounting statements. In 1982, Fiscal Year was changed from October-September to January-December.

*Figures have been rounded off for this report.

APPENDIX C
OFFICE OF MANAGEMENT STUDIES
ADVISORY COMMITTEES 1982

OMS Advisory Committee

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APPENDIX D
CONSULTANT TRAINEES AND PROJECT ASSIGNMENTS AS OF DECEMBER 31, 1982*

CLASS OF 1980

Name and Institution	Assignments
Noreen S. Alldredge Director of Libraries Montana State University	University of Illinois, Chicago Circle CAP (P)
Bella Z. Berson Associate Librarian Yale University	Consultation Skills Workshop (T) Public Services Workshop University of California (T)
Keith Cottam Acting Director Vanderbilt University	Management Skills Institutes, Ohio State University & Columbia, Md. (T) University of Houston Public Services Study (P)
Howard W. Dillon Associate Director for Public Services University of Chicago	MRAP Ball State Univ. (P) SLPP, North Park College (C)
Joanne R. Euster Director of Libraries San Francisco State University	OMS Occasional Paper (R/W) Organizational Screening, North Texas State (P)
Larry Hardesty Head, Reference Department DePauw University	SLPP Lake Forest College (P)
Fred M. Heath University Librarian University of North Alabama	SLPP, Carleton College, Wittenberg College (C) and St. Olaf College (P)
Phyllis E. Jaynes Director of User Services Dartmouth College	McGill University CAP (P)
William G. Jones Assistant University Librarian University of Illinois, Chicago Circle	OMS Occasional Paper (R/W) Minneapolis MSI (T) SLPP Hanover College (P) SLPP St. Joseph's College (C)

Marianne Kozlowski Programmer MCS Company	Organizational Screening, Temple Univ. (P) MSI, Minneapolis (T) SLPP St. Xavier College(C)
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Roger H. Parent Executive Secretary Library Administration and Management Association American Library Association	Public Services Workshop U. of California (T) MSI, San Diego (T)
Anne Peyton Assistant to the Director, Major Gifts The Campaign for Dartmouth	SLPP DePaul (P)
Dennis E. Robison University Librarian University of Richmond	SLPP Earlham College (P)
Grace M. Reed Executive Director Copyright Office Library of Congress	University of Maryland CAP (P) MSI for Theological Librarians (T)
Jordan M. Scepanski Director, Central Libraries Vanderbilt University	University of Notre Dame CAP (P) SLPP Univ. of Evansville (C)
George Soete Assistant University Librarian for Humanities & Social Sciences University of California, San Diego	SPEC Flyer/Kit (R/W) Brigham Young CAP (P) SLPP, Huntington College, Franklin College, Goshen College(C) Public Services Workshop University of California, Berkeley (T) MSI Boulder, CO, Columbia University (T)

Sara Lou Whildin Campus Head Librarian Pennsylvania State University, Delaware County	Franklin & Marshall College CAP (P)

*(P): Practicum; (C): Principal consultant; (T): Training assignments; (R/W): Research/writing assignment.

CLASS OF 1981

Arnold Bellefontaine Executive Officer Office of the Associate Librarian for National Programs Library of Congress	Management Skills Institute Columbia, MD. (T) Stress Workshop,University Center of Georgia (T) Supervisory Skills, University of Chicago. (T) George Washington University CAP (P)
Joyce A. Bennett Library Director Bentley College	Brandeis University Technical Services Planning Study (P)
Martha Bowman Library Director University of Louisville	Howard University CAP (P)
Joseph Branin Assistant Director for Collection Development University of Georgia	ALDP Miami University (P) MSI Nashville TN, and Mobile, AL (T)
Joan Chambers University Librarian University of California, Riverside	ALDP California State University, Sacramento (P)
Clinton Howard Acquisitions Librarian University of Kansas	
Willis M. Hubbard Library Director Stephens College	
Ronald Leach Dean of Libraries Indiana State University	Coping with Change Workshop University of Michigan (T) MSI Ohio State University (T)

Philip E. Leinbach University Librarian Tulane University	Supervisory Skills Workshop York University (T)
Charles Martell Head of Acquisitions University of Illinois, Chicago Circle [tab]MSI, University of Pittsburgh (T)	Organizational Screening San Jose (P)
Arthur Miller College Librarian Lake Forest College	SLPP Gannon University (P) SLPP Alverno College (C)
Peggy Overfield Administrative Librarian SUNY, Potsdam	Public Services Study Michigan State University (P)
Shelley Phipps Head, Science & Engineering Library University of Arizona	CAP University of Colorado (P)
Barbara Rice Principal Librarian - Reference New York State Library	
D.W. Schneider Associate Director of the Library Louisiana State University	CAP Houston (P)
Thomas Shaughnessy Director University of Missouri, Columbia	ALDP University of Tulsa (P)
Patricia Swanson Public Services Specialist/OMS Graduate Library School University of Chicago Libraries	University of Michigan CAP (P) Performance Appraisal, Northern Illinois University (T) Consultation Skills Workshop (T) Public Services in Research Libraries Project (C)
Mary Trochim Freelance Librarian 1019 Darby Road Ithaca, N.Y. 14850	Small College Collection Assessment, Dillard Univ., Atlanta College of Art (P) Tougaloo College, Tuskegee Institute (C)
David Walch Director of the University Library California Polytechnic State University	Organizational Screening, University of Arizona (P)

H. Lea Wells Freelance Librarian University of Tennessee	SPEC Flyer/Kit (R/W) MSI Toronto (T)

*(P): Practicum; (C): Principal consultant; (T): Training assignment; (R/W): Research/writing assignment.

CLASS OF 1982

(Most assignments are scheduled for 1983)

Patricia L. Bril Chair, Department of Reader Services California State University,	MSI Tucson (T)
Kristen M. Dahlen Head, Personnel Operations Texas A&M University	Advanced MSI Columbia, Md. (T)
Peter D. Haikalis Assistant Director, Readers Services San Francisco State University	Public Services Study University of California, Riverside (P) MSI, University of Missouri - Columbia (T)
Shirley Hallblade Director, Management Library Vanderbilt University	
Carolyn Harris Head, Preservation Department Columbia University	MSI, Boston (T)
Ellen Hoffmann Assistant Director for Public Services York University	Public Services Study Brown University (P)
Connie K. McCarthy Collection Management Coordinator George Washington University	CAP, Georgetown University (P)

David R. McDonald Scientific Programmer Center for Information Technology Technical Support Services Stanford University	MSI, Texas (T)
R. Bruce Miller Library Systems Analyst University of Texas at Austin	Collection Analysis Project Vanderbilt (P)
Margaret Myers Director, Office of Library Personnel Resources American Library Association	MSI, Ann Arbor (T)
Paul E. Peters Systems Development Coordinator Columbia University	Public Services Study Temple University (P)
Ann K. Randall Chief Librarian City College of CUNY	
Karen L. Sampson Assistant to the Director University of Nebraska at Omaha	MSI, Alberta (T)
John W. Tanno Assistant University Librarian for Planning and Development University of California, Riverside	Collection Analysis Project University of Alberta (P)
David S. Zeidberg Curator of Special Collections George Washington University	Collection Analysis Project University of the District of Columbia (P)

APPENDIX E

OFFICE OF MANAGEMENT STUDIES STAFF
1982

Duane E. Webster, Director
Pamela W. Darling, Preservation Specialist (until June 1982)
Jeffrey J. Gardner, Associate
Donna J. Reilly, Office Manager
Jane A. Rosenberg, Research Specialist (part time)
Maxine K. Sitts, Information Services Specialist
Maureen Sullivan, Training Program Specialist
Patricia K. Swanson, Public Services Specialist (started September 1982)